

GRIT LAB: THE SCIENCE AND PRACTICE OF PASSION AND PERSEVERANCE

PSYC0405 / OIDD2000 Fall 2023

Professor Angela Duckworth

(note: Prof. Duckworth is on sabbatical through spring 2023 and not yet reachable)

Course email (please use this to reach the instructional team): **penngritlab@gmail.com**

Maya Brown-Hunt, Duckworth Lab coordinator and course manager

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In-person, interactive classes: Tuesdays 3:30PM to 6:30PM ET in Steinberg-Dietrich Hall SHDH350 (3620 Locust Walk).

COURSE DESCRIPTION AND GOALS

The aims of Grit Lab are three-fold: (1) to equip you with generalizable knowledge about the science of passion and perseverance; (2) to help you apply these insights to your own life; and (3) to inspire you to share these insights with others.

At the heart of this course are cutting-edge scientific discoveries about how to foster passion and perseverance for long-term goals. As in any undergraduate course, you will have an opportunity to learn from current research. But *unlike* most courses, Grit Lab encourages you to try these ideas out for yourself and share your experiences with others. Yes, this class aims to change you. If you don't like that idea, keep in mind that this is an elective required by no concentration or major.

This course is part of the Stavros Niarchos Foundation (SNF) Paideia Program, which serves as a hub for civic dialogue in undergraduate education at Penn. SNF Paideia courses offer a robust, interdisciplinary civic education that is accessible to all Penn undergraduates and highlights the role that civil discourse, dialogue across difference, and wellness play in cultivating integrated citizenship within the Penn Community. See how you can get more involved [here](#).

WHO CAN ATTEND THE COURSE, AND HOW DO I APPLY?

As a Paideia Program course, Grit Lab is open to all Penn undergraduates of any school (Arts and Sciences, Engineering, Nursing, and Wharton), via an application process. In case there are more applicants than seats available, we will give priority to Paideia Student Fellows.

The application is [here](#) and it is due by 11:59PM Eastern Time on April 2, 2023

Because so much of Grit Lab happens in a team structure, there is no auditing permitted.

HOW WILL I GET TO KNOW, ANGELA, MY PEERS, AND MY TA?

At the start of the semester, you will be assigned to a team of four students (including you). You will stay in the same team throughout the course. As a team, you will meet during class to discuss the previous week's assignment and/or to do team activities. Each week, one student will be designated the moderator of the team discussion—*in alphabetical order by first name (i.e., for our first class, the moderator is the student in the team whose first name comes first in the alphabet, and for the second class, it will be the next student, etc.)*.

You will be assigned one of the following TAs, and each TA will mentor up to 8 [teams](#):

- Emily Campbell, C'22, emcam22@sas.upenn.edu
- Hana Stauss, C'24, hstauss@sas.upenn.edu
- Ruby Chen, W'24, rbychen@wharton.upenn.edu
- Stephanie Hanchak, C'25, shanchak@sas.upenn.edu
- Henry Putney, C'25, putney@sas.upenn.edu

For concerns that are *not* specific to your TA, including technology or logistics, please email penngritlab@gmail.com.

Optional open office hours with Prof. Duckworth will be on Wednesday afternoons from 1PM until 1:45PM in Huntsman 561. No sign up necessary.

You are also required to meet with your assigned TA at least two times during the semester: once before the midterm essay (by October 16th); and a second time before the final Discovery Project is due (by November 27th). You will schedule office hours with your TA by emailing them directly. Meeting can be in-person or virtual, depending on your mutual convenience.

TYPICAL WEEKLY SCHEDULE

When	What
By Sunday at 11:59PM	<ul style="list-style-type: none"> • As a preview, read your TA's reflection • Complete and submit the assigned activity • Complete your reflection and post it on Canvas
By Tuesday at 3:30PM	<ul style="list-style-type: none"> • Read assigned readings
Tuesday, 3:30 to 6:20PM	In-person lecture, discussion, and group activities <ul style="list-style-type: none"> • 5-minute welcome

	<ul style="list-style-type: none">● 5-minute quiz taking● 20-minute team discussion and activity● 20-minute staircase thoughts and discussion● 10-min BREAK● 50-minute lecture● 10-min BREAK● 50-minute lecture and discussion, preview of next week's activities, and kaizen feedback for Angela
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GRADING

A+	100-97	A	96-93	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	C-	72-70
D+	69-67	D	66-63	F	62-0

We do not round up or down in this course. Instead, any grade that falls between the integers above (e.g., between 92 and 93) is considered a borderline grade. In the case of borderline grades, see below. For instance, an end-of-semester average of 92.9 could be an A- or an A; a complete Habit Journal would mean you would end up with an A for the class, whereas an incomplete Habit Journal would make your final grade an A-.

Assignment <i>Due date</i>	Grading Details	% of Final Grade <i>Grade Breakdown</i>
Weekly activities & weekly reflections <i>Due on Sundays at 11:59PM ET unless otherwise noted</i>	Weekly reflections need to be submitted before the deadline to be graded. Furthermore, they will be graded only if you submit the required activity materials. There is no (full or partial) credit for late assignments.	44% <i>11 weekly reflections (4% per reflection)</i>
Weekly quizzes	Closed-book quizzes are administered on paper, at the start of each lecture, including lecture 1. Quizzes are mostly about the assigned readings for the current week. There are no make-up quizzes. At the end of the semester, we will drop your two lowest quiz grades. If you are absent (even if it is excused), this will count as one of your two dropped quiz grades.	22% <i>13 quizzes total, 11 quizzes will count towards final grade, 2 quizzes will be dropped, 10 questions per quiz (2% per quiz; .2% per question)</i>
Mid-term Essay on Discovery Project <i>Due by October 16 at 11:59PM ET</i>	The reflection will be graded on 3 criteria: <ul style="list-style-type: none"> ● number and quality of activities ● personal insight (i.e., what you learn about yourself and this domain) ● integration with course content 	10%

	Late submissions will be penalized 10 percentage points for each day past the deadline.	
<p>Discovery Project Final Essay and In-Class Presentation</p> <p><i>Essay and slides due by Monday November 27th at 3PM ET</i></p>	<p>This in-class presentation will be graded on both content (90%) and delivery (10%). The content (essay) will be graded on 3 criteria:</p> <ul style="list-style-type: none"> • number and quality of activities • personal insight (i.e., what you learn about yourself and this domain) • integration with course content 	20%
Class participation	<ul style="list-style-type: none"> • PollEv participation • Questions and comments during class discussion • Engagement as recorded by TAs 	4%
<p>Borderline grade determination</p> <p><i>Due by December 11th at 11:59pm</i></p>	<p>In the case of borderline grades (a 'minus' letter grade, i.e., A-, B-, C-), Professor Duckworth will decide on your final grade depending on:</p> <ul style="list-style-type: none"> • Office hours attendance • Entries in your Build-A-Habit journal (which must be submitted for review by Professor Duckworth in the case of borderline grades only) <p>Students who are interested in a borderline grade determination must submit their request no earlier than December 5th and no later than December 11th. Requests must be sent via email to your TA, Professor Duckworth, and the course email.</p>	

As for readings, your requirement is to read everything.

The two books that you will be reading throughout the semester are the following:

- i. [*Grit, The Power of Passion and Perseverance*](#)
- ii. [*The Build a Habit Guide: A Research-Backed Program to Make Habits Stick*](#)

You will receive a free copy of each. We only have one copy of each book per student, so no replacement copies will be issued.

Note: we are not reading the book chapters in order.

All other readings (journal papers) are available on Canvas. Additionally, **optional readings** for all lectures can be found [on page 18](#).

Graded quizzes at the start of each lecture are largely based on the readings. Reading slowly and taking notes is recommended.

ATTENDANCE

Attendance is essential and mandatory except in the case of religious / secular holidays or previously contracted appointments (e.g., medical appointment). It is required that you write to penngritlab@gmail.com and to your assigned TA **within the first two weeks of class (by September 12)** to let us know of any planned absences. Additional exceptions will be made on a case by case basis.

We take attendance in every class, with the help of a seating chart and confirmed by your responses to PollEv questions, the weekly in-class quiz, and random class check-ins.

Being on time is important for success in Grit Lab; the weekly quiz will be taken at the start of class and there are no make-up quizzes. In addition, arriving promptly is a sign of respect towards your classmates and professor—no one likes having their attention disrupted by a classmate entering.

In the rare event of an excused absence, you need to email your TA and cc: Professor Duckworth asking for the lecture recording, then in lieu of in-class participation, email both your TA and Professor Duckworth a written reflection (200 word minimum, 500 word maximum) *before* the following lecture. Failure to do so will result in being marked absent for the class (and remember, class attendance and participation counts for 10% of the final grade). There are no make-up quizzes; at the end of the semester, we will drop your two lowest quiz grades.

WHAT IS THE DISCOVERY PROJECT?

Throughout the semester, you will complete five tasks off the [Discovery Project checklist](#) to help you discover and develop an interest or multiple interests.

You can either focus on one interest and complete multiple tasks for that one interest (*specialization discovery project*) or you can try different interests and complete different tasks for multiple interests (*sampling discovery project*). About halfway through the semester you will submit a reflection on your ongoing discovery project. The reflection will be graded according to three criteria: number / qualities of activities performed; integration with course content; and personal insight. At the end of the semester, you will give a 5-minute presentation to your cohort (your TA and 11 other students) highlighting the key lessons you learned about your interest(s), about yourself, and about grit as a psychological construct. The presentation will be graded as well, both for content, according to the three criteria listed above.

WHAT IS THE TECHNOLOGY POLICY?

To minimize distraction and to avoid distracting others, please have your cell phone accessible only for periodic Poll Everywhere activities. At all other times, your phone should be on mute and out of sight. The quality of this class depends on your participation.

Laptops or tablets are not to be used in class. Please take handwritten notes. If you need to use a laptop or an electronic device for accessibility reasons, please write to **penngritlab@gmail.com within the first two weeks of class (by September 12)** specifying the required accommodation.

CHATGPT POLICY

You are not allowed to use Artificial Intelligence (AI) platforms (ChatGPT, Bard, and similar) for generating your weekly written reflections. Why? Simply put, writing *in your own words* what you have experienced is itself an active psychological intervention (called [expressive writing](#)). Using ChatGPT to generate a personal reflection is like tickling yourself or getting someone else to write in your diary for you: it doesn't really work.

Note, too, that your written reflection is *not* being graded on writing style. Therefore, we discourage the use of AI for refining your weekly written reflections. (Using AI to refine your written work is of course appropriate in certain contexts. This is not one of them.)

Finally, while we are not grading on style, we want to point out that the weekly written reflections in this course are an opportunity for you to learn the importance of “voice” in [writing](#)—it's *your* voice that we are eager to hear in these reflections.

ACCOMMODATIONS

Students who require accommodations can go [here](#) for Penn resources and can contact penngritlab@gmail.com for more information about the support we can provide.

ACADEMIC INTEGRITY

A note on academic integrity: Intellectual development requires honesty, responsibility, and doing your own work. Penn's Code of [Academic Integrity](#) applies to Grit Lab.

Using generative AI for generating weekly reflections will be considered a violation of Penn's Code of Academic Integrity and we will report suspected use to the Center for Community Standards and Accountability.

POLL EVERYWHERE

PollEv participation confirms class attendance and it is a measure of class participation.

It is important to [register](#) on Poll Everywhere before class starts: pollev.com/gritlab. Follow the registration prompt to create a Poll Everywhere student account. If you encounter problems, please email penngritlab@gmail.com.

SCHEDULE OF TOPICS

See [Summary of Key Dates](#) below

1. Welcome to Grit Lab

- b. Pre-class activity (*by August 27 at 11:59pm ET*): Do a good deed. What, exactly? How? It's entirely up to you! Lean into your interests and strengths! Be creative!
- c. Written reflection (*by August 27 at 11:59pm ET*): What good deed did you manage to do? How did that make you feel?
- d. Pre-class readings (*by August 29 at 3:30pm ET*):
 - i. [Grit Preface and Chapter 1: Showing Up](#)
 - ii. Duckworth, A., & Gross, J. J. (2014). Self-control and grit: Related but separable determinants of success. *Current Directions in Psychological Science*, 23(5), 319-325.
 - iii. Mehta, J. (2015). [The problem with grit](#). *Education Week*.
- e. **Class on August 29 (at 3:30pm ET):**
 - i. Graded in-class quiz on the readings
 - ii. Team activity: *Can I ask you a question?*
 - iii. Lecture and discussion: What is grit? How is grit different from talent? What is success? If grit matters to achievement, what is the importance of context?
- f. Book: On the first day of class, August 29, you will receive the following book, and you will use it throughout the semester:
 - i. [Grit. The Power of Passion and Perseverance](#)

CHOOSE EASY

2. Exploring your interests

- a. Pre-class activity (*by September 3 at 11:59pm ET*): Take the O*NET Interest Profiler linked in Canvas and then show it to someone who knows you well
- b. Written reflection (*by September 3 at 11:59pm ET*): Tell a story about how one or more of your current interests, as indicated in the O*NET Interest Profiler,

emerged earlier in your life. How might your interests inform your discovery project?

c. Pre-class readings (*by September 5 at 3:30pm ET*):

- i. Grit Chapter 6: Interest.
- ii. Westgate, E. C. (2020). Why boredom is interesting. *Current Directions in Psychological Science*, 29(1), 33-40.
- iii. Video:
https://www.ted.com/talks/david_epstein_why_specializing_early_doesn_t_always_mean_career_success

d. **Class on September 5 (at 3:30pm ET):**

- i. Graded in-class quiz on the reading
- ii. Team activity: Discussion (directions on slide in class)
- iii. Lecture and discussion: What is the emotion of interest? What are your interests? How do you develop your interests?

3. Affirming your values

a. Pre-class activity (*by September 10 at 11:59pm ET*): Write a “[This I Believe](#)” essay (500 words or fewer) and read it aloud to someone you care about.

b. Written reflection (*by September 10 at 11:59pm ET*): How does this relate to your discovery project?

c. Pre-class readings (*by September 12 at 3:30pm ET*):

- i. Grit Chapter 8: Purpose.
- ii. Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online readings in Psychology and Culture*, 2(1), 2307-0919.

d. **Class on September 12 (at 3:30pm ET):**

- i. Graded in-class quiz on the reading
- ii. Team activity: Discussion (directions on slide in class)
- iii. What are values? What happens when we write about our values? What is purpose?

4. Racing your strengths

Please note the submission deadline on Monday instead of Sunday because of Rosh Hashanah

- a. Pre-class activity (by **Monday September 18 at 11:59pm ET**): Fill out the The Big Five assessment. You will be asked to invite 3 to 5 people who know you well to complete the same questionnaire—sharing their observations of you. How does your personality inform your discovery project?
- b. Written reflection (by **Monday September 18 at 11:59pm ET**): Review your Big Five Q360 feedback. What confirmed your idea of who you are—and what surprised you? How are your personality strengths related, if at all, to your “talents” and your interests and values?
- c. By this point, most students have completed at least one activity in the [Discovery Project checklist](#).
- d. Pre-class readings (by **September 19 at 3:30pm ET**):
 - i. [Grit](#) Chapter 2: Distracted by Talent.
 - ii. Duckworth, A. L., Eichstaedt, J., & Ungar, L. (2015). The mechanics of human achievement. *Social and Personality Psychology Compass*, 9(7), 359-369.
 - iii. Roberts, B. W., & Mroczek, D. (2008). Personality Trait Change in Adulthood. *Current Directions in Psychological Science*, 17(1), 31–35.
- e. **Class on September 19 (at 3:30pm ET)**:
 - i. Graded in-class quiz on the reading
 - ii. Team activity: Discussion (directions on slide in class)
 - iii. What are your talents? What are personality strengths? Can you change your personality? How do you find a career that fits your interests, values, and strengths?
- f. Book: On September 19, you will receive the following book for free, and you will use it throughout the rest of the semester:
 - i. [The Build a Habit Guide: A Research-Backed Program to Make Habits Stick](#)

5. Goal hierarchies

Please note the submission deadline on Monday instead of Sunday because of Yom Kippur

- a. Pre-class activity (by **Monday September 25 at 11:59pm ET**): Read and do the activities of Build-A-Habit up to page 45. Submit the following on Canvas: the habit you chose and why (prompts on page 31); what happens right before, during, and after you perform your habit (prompts on page 35, 37, and 39); and your habit plan (prompts on page 41).
- b. Written Reflection (by **Monday September 25 at 11:59pm ET**): How does the habit you chose fit into your goal hierarchy? That is, what higher-order goal will be achieved if you successfully create this new habit?
- c. Pre-class readings (by **September 26 at 3:30pm ET**):
 - i. Grit Chapter 4: How Gritty Are You?
 - ii. Höchli, B., Brügger, A., & Messner, C. (2018). How focusing on superordinate goals motivates broad, long-term goal pursuit: A theoretical perspective. *Frontiers in Psychology*, 1879. Note, you need only read the section entitled “Goal Hierarchy”, including figure 1, just page 3; and figure 2 on page 5, with what you need in pages 4 through 8 to make sense of that figure.
- d. **Class on September 26 (at 3:30pm ET)**:
 - i. Graded in-class quiz on the reading
 - ii. Team activity: Discussion (directions on slide in class)
 - iii. Lecture: When to quit and when to grit? Goal hierarchies and “callings”.

WORK SMART

6. Goal setting and planning

- a. Pre-class activity (by **October 1 at 11:59pm ET**): Have a [curiosity conversation](#) with someone whose career you admire. [My Penn](#) is a terrific resource for contacting alumni. Don't tell me you couldn't set one up! Put a little grit into it! Here are more [directions](#)
- b. Written reflection (by **October 1 at 11:59pm ET**): What did you learn from your curiosity conversation?

- c. Build-A-Habit (*by October 3 at 3:30pm ET*): Complete 7 daily entries. At the end of the week, complete the synthesis and reflection for Week I (pages 57 to 59) and refine your plan for Week II (pages 61 to 63).
- d. Pre-class readings (*by October 3 at 3:30pm ET*):
 - i. [Grit](#) Chapter 5: Grit Grows.
 - ii. Oettingen, G. (2014). Stop being so positive. *Harvard Business Review*, 92(10), 9299.
 - iii. Watch [Gabriele Oettingen at the Educator Summit 2018](#).
 - iv. Keller, L., Bieleke, M., & Gollwitzer, P. M. (2019). Mindset theory of action phases and if-then planning. In K. Sassenberg & L. Vliek (Eds.), *Social Psychology in Action*, (pp. 23-37). Springer, Cham.
- e. **Class on October 3 (at 3:30pm ET):**
 - i. Graded in-class quiz on the reading
 - ii. Team activity: Discussion (directions on slide in class)
 - iii. How do I get from intentions to results? How do I set a goal and make a plan?

7. Deliberate practice

- a. Pre-class activity (*by October 8 at 11:59pm ET*): Carry out the plan you made for the 48-hour WOOP for your Discovery Project (i.e., try to follow through on your plan over the week). Or, if you change your mind, redo the WOOP.
- b. Written reflection (*by October 8 at 11:59pm ET*): How successful were you at following your plan? What did you learn from your WOOP?
- c. Build-A-Habit (*by October 10 at 3:30pm ET*): Complete 7 daily entries. At the end of the week, complete the synthesis and reflection for Week II (pages 73 to 75) and refine your plan for Week III (pages 75 to 77).
- d. Pre-class readings (*by October 10 at 3:30pm ET*):
 - i. [Grit](#) Chapter 7: Practice.
 - ii. Ericsson, K. A., Prietula, M.J., & Cokely, E.T. (2007). The making of an expert. [Harvard Business Review](#).

e. Class on *October 10 (at 3:30pm ET)*:

- i. Graded in-class quiz on the reading
- ii. Team activity: Discussion (directions on slide in class)
- iii. How do you practice like an expert?

8. Feedback

Note: usual Sunday deadline moved to Monday because of fall break

- a. Pre-class activity and written reflection (*by October 16 at 11:59pm ET*): Work on your midterm essay (see below). Submit a list of at least 3 Discovery Project activities that you have completed. [[Template for Checklist Submission](#)]
- b. By this point, most students have completed at least three activities in the [Discovery Project checklist](#).
- c. Midterm essay (500 to 750 words), ***by October 16 at 11:59pm ET***:
 - i. What have you learned so far in the Discovery Project?
 - ii. Which activity was most impactful to you and why?
 - iii. What concepts and ideas from the class have you implemented in your Discovery Project?
- d. Build-A-Habit (*by October 17 at 3:30pm ET*): Complete 7 daily entries. At the end of the week, complete the synthesis and reflection for Week III (pages 87 to 89) and refine your plan for Week IV (pages 89 to 91).
- e. Pre-class readings (*by October 17 at 3:30pm ET*):
 - i. [Grit](#) Chapter 3: Effort Counts Twice.
 - ii. <https://onesmartplace.com/wp-content/uploads/2022/06/Stop-serving-the-feedback-sandwich-Adam-Grant-BBF-June-2022.pdf>
 - iii. Eskreis-Winkler, L., & Fishbach, A. (2019). Not learning from failure—the greatest failure of all. *Psychological Science*, 30(12), 1733-1744.
- f. **Class on *October 17 (at 3:30pm ET)*:**
 - i. Graded in-class quiz on the reading

- ii. Team activity: Discussion (directions on slide in class)
- iii. How can I receive feedback optimally? How can I give feedback optimally? What is advice and why does it often backfire?
- iv. Poll Everywhere: Coachability Scale of the Wharton Character Index
- v. Role play

9. Rethinking failure and stress

- a. Pre-class activity (*by October 22 at 11:59pm ET*): YOUR CHOICE: As a team, set an impossible goal that benefits the class—and fail at it. OR, individually, Create a “failure resume” (see this [example](#)) and submit to <http://antiresume.org/> and on Canvas.
- b. Written reflection (*by October 22 at 11:59pm ET*): What are your 3 key takeaways from this failure experience?
- c. Build-A-Habit: Complete 7 daily entries. At the end of the week, complete the synthesis and reflection for Week IV (page 101) and refine your plan for Week V and beyond (pages 103 to 105).
- d. Pre-class readings (*by October 24 at 2pm ET*):
 - i. Grit Chapter 9: Hope.
 - ii. Crum, A. J., Handley-Miner, I. J., & Smith, E. N. (2020). The Stress Mindset intervention. In G. M. Walton & A. J. Crum (Eds.), *Handbook of Wise Interventions: How Social-Psychological Insights Can Help Solve Problems*. New York, NY: Guilford Press.
- e. **Class on October 24 (at 3:30pm ET):**
 - i. Graded in-class quiz on the reading
 - ii. Team activity: Discussion (directions on slide in class)
 - iii. What is the stress response, and how can you deal with it? Coping with failure and how that relates to perseverance and goal hierarchies.

10.Strategies and habits

- a. Pre-class activity (*by October 29 at 11:59pm ET*): None, you have already completed this pre-class activity by doing all the work in The Build-A-Habit Guide. Submit pages 108-109 with your Build-A-Habit notes to Canvas.
- b. Written reflection (*by October 29 at 11:59pm ET*): In Canvas, address the 5 prompts on pages 108 and 109 of The Build-A-Habit Guide.
 - i. *What's one thing that helped you the most throughout this process?*
 - ii. *What did you learn about habit formation?*
 - iii. *What did you find most surprising about the process?*
 - iv. *What did you find most challenging?*
 - v. *What is one insight that you want to take with you from these four weeks, and what is one misconception you want to leave behind?*
- c. Pre-class readings (*by October 31 at 3:30pm ET*):
 - i. Grit Chapter 11: The Playing Fields Of Grit.
 - ii. Wood, W., & Neal, D. T. (2016). Healthy through habit: Interventions for initiating & maintaining health behavior change. *Behavioral Science & Policy*, 2(1), 71-83.
- d. **Class on October 31 (at 3:30pm ET):**
 - i. Graded in-class quiz on the reading
 - ii. Team activity: Discussion (directions on slide in class)
 - iii. How do you scaffold grit? The process model of behavior, your brain on autopilot, why immediate temptation beats long-term goals, and how to make healthy habits.

PAY IT FORWARD

11.Learning from and leaning on other people

- a. Pre-class activity (*by November 5 at 11:59pm ET*): Write a gratitude letter to someone you've never properly thanked. Record a video of you reading it and send it to them or, take a deep breath and actually read it to them in person.

- b. Written reflection (*by November 5 at 11:59pm ET*): Reflect on your gratitude letter experience. How did it land? How did this make you feel?
- c. (Optional) Build-A-Habit: Complete 7 daily entries.
- d. Pre-class readings (*by November 7 at 3:30pm ET*):
 - i. Grit Chapter 10: Parenting for Grit.
 - ii. Eden, D., & Shani, A. B. (1982). Pygmalion goes to boot camp: Expectancy, leadership, and trainee performance. *Journal of Applied Psychology*, 67(2), 194–199.
- e. **Class on November 7 (at 3:30pm ET):**
 - i. Graded in-class quiz on the reading
 - ii. Team activity: Discussion (directions on slide in class)
 - iii. How do you grow grit with and for other people? Role models, mentoring styles, and cultures of grit.

12. Paying it forward

- a. Pre-class activity (*by November 12 at 11:59pm ET*): YOUR CHOICE: Either (1) do the Good Deed Scavenger Hunt [[link](#)] – how many good deeds can you do in one week? (individually then add up as a team) OR, alternatively (2) as a team, collectively and creatively plan a good deed and execute it! Be ambitious! Pay it forward.
- b. Written reflection (*by November 12 at 11:59pm ET*): What did you do? How did it go? How did it make you feel?
- c. (Optional) Build-A-Habit: Complete 7 daily entries.
- d. At this point, you should have completed at least five activities in the [Discovery Project checklist](#)
- e. Pre-class readings (*by November 14 at 3:30pm ET*):
 - i. Grit Chapter 12: A Culture of Grit.
 - ii. Frankl, V. E. (1966). Self-transcendence as a human phenomenon. *Journal of Humanistic Psychology*, 6(2), 97-106.

- iii. Watch [Adam Grant at TED: 'Are you a giver or a taker?'](#)

f. Class on November 14 (at 3:30pm ET):

- i. Graded in-class quiz on the reading
- ii. Team activity: Discussion (directions on slide in class)
- iii. For what and for whom? The basic human need to contribute, self-actualization, and self-transcendence.

No class or deadlines the week of November 20, Thanksgiving Break

13. Discovery project

- a. Discovery Project Essay (by Monday November 27 at 11:59pm ET): Make sure you've completed at least 5 items on the Discovery [Project Checklist](#). Will you pursue this interest (or these interests) in the future? Why or why not? What did you learn? (500 - 750 words)
- b. **Class on November 28 (at 3:30pm ET):** Discovery project presentations to cohorts. Note that you will meet in person as a cohort to do 5-minute, 5-slide (if you want slides, it's up to you) presentations to the other students in your cohort, and the TA(s) that supervise your cohorts. Each presentation will be followed by 2 minutes of curiosity questions. We will reconvene in our usual classroom at 6pm for a wrap-up and debrief. If permitted, snacks will be served! **If your presentation requires projection (slides, video, etc) or audio, send the necessary files to your TA by 3:00pm on Monday November 27th.** More details here: [Grit Lab 5.0 Lecture 13: Discovery Project](#)
 - i. 3:30: Discovery Project Presentations in individual cohort rooms (see link above)
 - ii. 4:30: Recommended break (at TA's discretion)
 - iii. 4:40: Discovery Project Presentations (continued)
 - iv. 5:50: Break and walk together to SHDH TBD
 - v. 6:00: Wrap up and Debrief with Angela
- c. Note: No in-class quiz this week

14. Concluding lecture

- a. Pre-class *written* activity (*by December 3 at 11:59pm ET*): Write at least two paragraphs for each of your teammates. The first paragraph(s) should be about what you most appreciate about your teammate (think of it as a gratitude letter). The more details, the better! The second paragraph(s) should be on what you learned and appreciated about their Discovery Project presentation. *Note: students who do not submit to one or more of their teammates' letters on time will have their Discover Project grade withheld until all materials are submitted.*
- b. Pre-class readings (*by December 5 at 3:30pm ET*):
 - i. Grit Chapter 13: Conclusion and Afterword
 - ii. Lee, T.H., & Duckworth, A. L. (2018). Organizational grit. *Harvard Business Review*, 96(5), 98-105.
- c. **Class on December 5 (at 3:30pm ET)**: Highlight reel of Grit Lab.

Optional Readings & Videos for Deeper Learning

- a. Lecture 1, Grit
 - i. Cody Coleman's 13-minute TED talk:
<https://tedx.stanford.edu/lineup/cody-coleman>
- b. Lecture 2, Interest
 - i. Silvia, P. J. (2008). Interest—The curious emotion. *Current Directions in Psychological Science*, 17(1), 57-60.
- c. Lecture 3, Values
 - i. Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*, 313(5791), 1307-1310.
 - ii. Serra-Garcia, M., Hansen, K. T., & Gneezy, U. (2020). Can short psychological interventions affect educational performance? Revisiting the effect of self-affirmation interventions. *Psychological Science*, 31(7), 865-872.
- d. Lecture 4, Strengths
 - i. Park, D., Tsukayama, E., Goodwin, G. P., Patrick, S., & Duckworth, A. L. (2017). A tripartite taxonomy of character: Evidence for intrapersonal, interpersonal, and intellectual competencies in children. *Contemporary Educational Psychology*, 48, 16-27.
- e. Lecture 5, Goal hierarchies
 - i. Kahneman, D., & Deaton, A. (2010). High income improves evaluation of life but not emotional well-being. *Proceedings of the National Academy of Sciences*, 107(38), 16489-16493.
- f. Lecture 6, Goal setting and planning
 - i. Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705-717.
- g. Lecture 7, Deliberate practice

- i. Kurutz, S. (2020). Anders Ericsson, psychologist and 'expert on experts,' dies at 72. *The New York Times*.
- h. Lecture 8, Feedback
 - i. Wiggins, G. (2012). Seven keys to effective feedback. *Educational Leadership*, 70(1), 10-16.
 - ii. Schroeder, J., & Fishbach, A. (2016). Match your motivational tactic to the situation. *Harvard Business Review*.
- i. Lecture 9, Rethink failure and stress
 - i. Crum, A. J., Salovey, P., & Achor, S. (2013). Rethinking stress: The role of mindsets in determining the stress response. *Journal of Personality and Social Psychology*, 104(4), 716-733.
- j. Lecture 10, Learning from and leaning on other people
 - i. Cho, C. S., Ramanan, R. A., & Feldman, M. D. (2011). Defining the ideal qualities of mentorship: a qualitative analysis of the characteristics of outstanding mentors. *The American Journal of Medicine*, 124(5), 453-458.
- k. Lecture 11, Rituals, rules and habits
 - i. Neal, D. T., Wood, W., & Quinn, J. M. (2006). Habits—A repeat performance. *Current Directions in Psychological Science*, 15(4), 198-202.
- l. Lecture 12, Pay it forward
 - i. Koltko-Rivera, M. E. (2006). Rediscovering the later version of Maslow's hierarchy of needs: Self-transcendence and opportunities for theory, research, and unification. *Review of General Psychology*, 10(4), 302-317.

Summary of Key Dates of Grit Lab 5.0

Due Date	Deadline	Event	Task
Sun Aug 27	11:59 PM	Pre-Class Activity: Module 1	Do a good deed
Sun Aug 27	11:59 PM	Written Reflection: Module 1	Good deed
Tue Aug 29	3:30 PM	Readings: Module 1	Grit Preface and Chapter 1: Showing Up Duckworth, A., & Gross, J. J. (2014). Self-control and grit Mehta, J. (2015). The problem with grit. Education Week.
Tue Aug 29	3:30 PM	Class: Module 1	Graded in-class quiz, team activity, lecture and discussion
Sun Sep 3	11:59 PM	Pre-Class Activity: Module 2	O*NET interest profiler
Sun Sep 3	11:59 PM	Written Reflection: Module 2	O*NET interest profiler
Tue Sep 5	3:30 PM	Readings: Module 2	Grit Chapter 6: Interest. Westgate, E. C. (2020). Why boredom is interesting. Watch David Epstein - Why Specializing Early Doesn't Always Mean Career Success
Tue Sep 5	3:30 PM	Class: Module 2	Graded in-class quiz, team activity, lecture and discussion
Sun Sep 10	11:59 PM	Pre-Class Activity: Module 3 Written Reflection: Module 3	This I Believe
Tue Sep 12	3:30 PM	Readings: Module 3	Grit Chapter 8: Purpose. Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values
Tue Sep 12	3:30 PM	Class: Module 3	Graded in-class quiz, team activity, lecture and discussion
Sun Sep 17	11:59 PM	Pre-Class Activity: Module 4	The Big Five - Q360
Sun Sep 17	11:59 PM	Written Reflection: Module 4	The Big Five
Tue Sep 19	3:30 PM	Readings: Module 4	Grit Chapter 2: Distracted by Talent. Duckworth, A. L., Eichstaedt, J., & Ungar, L. (2015). The mechanics of human achievement. Roberts, B. W., & Mroczek, D. (2008). Personality Trait Change in Adulthood
Sun Sep 17		Discovery Project Checkpoint	By this point, most students have completed at least one activity in the Discovery Project checklist.
Tue Sep 19	3:30 PM	Class: Module 4	Graded in-class quiz, team activity, lecture and discussion

Sun Sep 24	11:59 PM	Pre-Class Activity: Module 5	Build-A-Habit
		Written Reflection: Module 5	Goal Hierarchy
Tue Sep 26	3:30 PM	Readings: Module 5	Grit Chapter 4: How Gritty Are You? Höchli, B., Brügger, A., & Messner, C. (2018). How focusing on superordinate goals motivates broad, long-term goal pursuit: A theoretical perspective. *See note in syllabus
Tue Sep 26	3:30 PM	Class: Module 5	Graded in-class quiz, team activity, lecture and discussion
Sun Oct 1	11:59 PM	Pre-Class Activity: Module 6	Curiosity Conversation
Sun Oct 1	11:59 PM	Written Reflection: Module 6	Curiosity Conversation
Tue Oct 3	3:30 PM	Build-A-Habit Guide	Complete 7 daily entries. At the end of the week, complete the synthesis and reflection for Week I (pages 57 to 59) and refine your plan for Week II (pages 61 to 63).
Tue Oct 3	3:30 PM	Readings: Module 6	Grit Chapter 5: Grit Grows. Oettingen, G. (2014). Stop being so positive. Watch Gabriele Oettingen at the Educator Summit 2018. Keller, L., Bieleke, M., & Gollwitzer, P. M. (2019). Mindset theory of action phases and if-then planning.
Tue Oct 3	3:30 PM	Class: Module 6	Graded in-class quiz, team activity, lecture and discussion
Sun Oct 8	11:59 PM	Pre-Class Activity: Module 7	WOOP
Sun Oct 8	11:59 PM	Written Reflection: Module 7	WOOP
Tue Oct 10	3:30 PM	Build-A-Habit Guide	Complete 7 daily entries. At the end of the week, complete the synthesis and reflection for Week II (pages 73 to 75) and refine your plan for Week III (pages 75 to 77).
Tue Oct 10	3:30 PM	Readings: Module 7	Grit Chapter 7: Practice. Ericsson, K. A., Prietula, M.J., & Cokely, E.T. (2007). The making of an expert.
Tue Oct 10	3:30 PM	Class: Module 7	Graded in-class quiz, team activity, lecture and discussion
Mon Oct 16		Discovery Project	By this point, most students have completed at least three activities in the Discovery Project checklist.
Mon Oct 16	11:59 PM	Pre-Class Activity: Module 8	Work on your midterm essay
Mon Oct 16	11:59 PM	Written Reflection: Module 8	
Mon Oct 16	11:59 PM	Midterm Essay	(500 to 750 words) What have you learned so far in the Discovery Project? Which activity was most impactful to you and why? What concepts and ideas from the class have you implemented in your Discovery Project?

Tue Oct 17	3:30 PM	Build-A-Habit Guide	Complete 7 daily entries. At the end of the week, complete the synthesis and reflection for Week III (pages 87 to 89) and refine your plan for Week IV (pages 89 to 91).
Tue Oct 17	3:30 PM	Readings: Module 8	Grit Chapter 3: Effort Counts Twice. Consider Adam Grant Stop Serving The Feedback Sandwich Eskreis-Winkler, L., & Fishbach, A. (2019). Not learning from failure—the greatest failure of all.
Tue Oct 17	3:30 PM	Class: Module 8	Graded in-class quiz, team activity, lecture and discussion
Sun Oct 22	11:59 PM	Pre-Class Activity: Module 9 Written Reflection: Module 9	As a team, set an impossible goal that benefits the class—and fail at it. OR, individually, Create a “failure resume” (see this example) and submit to http://antiresume.org/ and on Canvas.
Tue Oct 24	3:30 PM	Build-A-Habit Guide	Complete 7 daily entries. At the end of the week, complete the synthesis and reflection for Week IV (page 101) and refine your plan for Week V and beyond (pages 103 to 105).
Tue Oct 24	3:30 PM	Readings: Module 9	Grit Chapter 9: Hope. Crum, A. J., Handley-Miner, I. J., & Smith, E. N. (2020). The stress mindset intervention.
Tue Oct 24	3:30 PM	Class: Module 9	Graded in-class quiz, team activity, lecture and discussion
Sun Oct 29	11:59 PM	Pre-Class Activity: Module 10	None, you have already completed this pre-class activity by doing all the work in The Build-A-Habit Guide.
Sun Oct 29	11:59 PM	Written Reflection: Module 10	In Canvas, address the 5 prompts on pages 108 and 109 of The Build-A-Habit Guide.
Tue Oct 31	3:30 PM	Readings: Module 10	Grit Chapter 11: The Playing Fields Of Grit. Wood, W., & Neal, D. T. (2016). Healthy through habit: Interventions for initiating & maintaining health behavior change.
Tue Oct 31	3:30 PM	Class: Module 10	Graded in-class quiz, team activity, lecture and discussion
Sun Nov 5	11:59 PM	Pre-Class Activity: Module 11	Gratitude Letter
Sun Nov 5	11:59 PM	Written Reflection: Module 11	Gratitude Letter
Optional		Build-A-Habit	Complete 7 daily entries.
Tue Nov 7	3:30 PM	Readings: Module 11	Grit Chapter 10: Parenting for Grit. Eden, D., & Shani, A. B. (1982). Pygmalion goes to boot camp: Expectancy, leadership, and trainee performance.
Tue Nov 7	3:30 PM	Class: Module 11	Graded in-class quiz, team activity, lecture and discussion
Sun Nov 12	11:59 PM	Pre-Class Activity: Module 12	Collective good deeds
Sun Nov 12	11:59 PM	Written Reflection: Module 12	Collective good deeds
Optional		Build-A-Habit	Complete 7 daily entries.

Sun Nov 12		Discovery Project	By this point, most students have completed at least five activities in the Discovery Project checklist.
Tue Nov 14	3:30 PM	Readings: Module 12	Grit Chapter 12: A Culture of Grit.
			Frankl, V. E. (1966). Self-transcendence as a human phenomenon.
			Watch Adam Grant at TED: 'Are you a giver or a taker?'
Tue Nov 14	3:30 PM	Class: Module 12	Graded in-class quiz, team activity, lecture and discussion
<i>No class or deadlines the week of November 20, Thanksgiving Break</i>			
Mon Nov 27	11:59 PM	Discovery Project Essay	(500 to 750 words) Will you pursue this interest in the future? Why or why not? What did you learn?
Mon Nov 27	3:30 PM	Discovery Projects	If your presentation requires projection (slides, video, etc) or audio, send the necessary files to your TA
Tue Nov 28	3:30 PM	Class: Module 13	Discovery project presentations to cohorts
Sun Dec 3	11:59 PM	Pre-Class Activity: Module 14	Letter to teammates
		Written Reflection: Module 14	
Tue Dec 5	3:30 PM	Readings: Module 14	Grit Chapter 13: Conclusion and Afterword
			Lee, T.H., & Duckworth, A. L. (2018). Organizational grit.
Tue Dec 5	3:30 PM	Class: Module 14	Highlight reel of Grit Lab.